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ABSTRACT

Designed for part-time faculty at Jefferson College, this handbook answers questions regarding institutional policies and procedures and offers tips to help part-time teachers provide the best possible teacher-learner climate, touching upon a wide variety of issues related to adult learners. The first section of the handbook contains practical ideas and information to aid in the teaching/learning process, including sections on the characteristics of adult students, their reasons for taking classes, advice on teaching adults, developmental tasks of adults, student needs, desirable personal and professional traits for teachers, the learning process, teaching methods, course outlines, lesson plans, the first class meeting, the physical classroom environment, and the use of audio visual aids. The second half of the handbook contains information about Jefferson College and its services, a listing of administrative officers and department chairs, an academic calendar, office hours, information on admission, attendance and grading, counseling and advising, textbooks and supplies, and final examinations. The appendices include a list of college publications, emergency procedures and medical information, and student evaluation forms. (EJV)

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WELCOME!

ED271143

Our campus is the community...

... it's a big responsibility!

PART-TIME FACULTY HANDBOOK

JEFFERSON COLLEGE

IC 860 349

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DEAN'S MESSAGE

You have selected a challenging task! Being a part-time instructor at Jefferson College will be demanding and rewarding.

If you are new to the part-time teaching responsibility, please erase all preconceived notions as to your conception of the part-time student. They certainly do not fit into one mold. The students are of all ages, diverse employment backgrounds and possess various motives for attending.

You are challenged to provide the best possible teacher-learner climate. The students have made a commitment to take your class--you in turn have a commitment to give them your very best.

This Handbook is the result of work compiled by many people at Jefferson College. It is intended to help you with questions you may have prior to and during your teaching assignment. Our office welcomes any questions you may have and if we can assist you in any way to make your part-time teaching assignment successful, do not hesitate in contacting us.

Sincerely,

Noel Koranda

Noel Koranda, Dean
Adult and Continuing Education
Evening Division Coordinator

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TIPS FOR YOU

This section contains some practical ideas to aid you in the teaching/learning process. For the experienced instructor, the handbook will service as a "memory-jogger" and a yardstick against which he may evaluate his past performance, with improvement as the ultimate objective.

For the inexperienced instructor, the handbook should help to acquaint you with the essential factors in the teaching situation: i.e.,

I. Characteristics of the Adult Student

II. Objectives of the Course of Instruction

III. How to Plan and Present the Lesson

IV. Methods and How to Use Them

V. Various Aids to Instruction, Suggestion, Illustrations etc.

VI. Some Books with Information about Community Colleges and Adult Students.

Please feel free at any time to discuss this information or your own ideas about the art of instruction with your department chairperson.

ADULT STUDENTS

Different from the regular college student, where school is his primary concern, the typical evening student finds loyalty to job and family a prime consideration. School work often must assume a subsidiary role. It does not mean he is less critical or expects less, it does not mean he will settle for any watered-down version of intellectual stimulation or vocational training. It does imply that occasionally he may have to make a choice and often job and family will come first.

These are mature individuals. They may or may not be working for a grade or a course completion as an end in itself. They are more apt to be concerned with content, intellectual stimulation, social and mental growth and specific training in techniques and skills. Their goals may be varied, but they are real.

To the teacher then, this requires a different approach or point of view from the more formal approach in some day programs. Since the student has a choice, he is apt to be in class because he has some definite goal in view. Insofar as these goals are realistic and within the scope of the program, the instructor should help guide students to their realization.

REASONS WHY ADULTS TAKE CLASSES

I. THE DESIRE TO KNOW

1. To feed my appetite for knowledge.
2. To satisfy a desire to know.
3. To enrich my life by learning.
4. To satisfy an intellectual curiosity.
5. To satisfy a desire to learn something new.
6. To become a better informed person.

II. THE DESIRE TO REACH A PERSONAL GOAL

1. To learn in order to secure personal advancement.
2. To fulfill a personal motivation to get ahead.
3. To increase my competence to achieve my goals.
4. To upgrade my personal competency.

III. THE DESIRE TO REACH A SOCIAL GOAL

1. To understand community problems.
2. To improve my ability to serve society.
3. To fulfill a felt obligation to society.
4. To prepare for service to the community.
5. To improve my ability to help others.

IV. THE DESIRE TO REACH A RELIGIOUS GOAL

1. To be better able to serve a church.
2. To improve my spiritual well-being.
3. To satisfy my interest in mission work.

V. THE DESIRE TO TAKE PART IN SOCIAL ACTIVITY

1. To experience the pleasure of meeting people.
2. To make social contacts.
3. To feel a sense of belonging.
4. To become acquainted with congenial people.
5. To enjoy the fellowship.

VI. THE DESIRE TO ESCAPE FROM UNPLEASANT OR TEDIOUS ACTIVITIES

1. To take my mind off other difficulties.
2. To find relief from some unsatisfactory condition of life.
3. To have a few hours away from responsibilities.
4. To forget personal problems.
5. To get away from the routine of daily living.

VII. THE DESIRE TO COMPLY WITH FORMAL REQUIREMENTS

1. To comply with regulations.
2. To comply with orders of someone with authority.
3. To comply with wishes of employers.

(Paul Burgess, unpublished Ph.D. Dissertation, University of Chicago, 1971.)

A LITTLE ADVICE ON HOW TO TEACH ADULTS

Dr. Burton W. Kreitlow
Professor of Adult Education
University of Wisconsin

A CHECK LIST FOR PART-TIME INSTRUCTORS:

1. Get personally acquainted with your students even if it means more work.
2. Try to discover the personal "needs" and aspirations of each student and potential students.
3. Build the program around needs of students and potential students.
4. Be sure every student has some success.
5. Give as much individual attention as you can - to every student.
6. Encourage class members to talk and express themselves freely.
7. Pull students into the discussion act.
8. Be patient, be understanding - always listen to your students.
9. Keep looking for ideas that fit adult students.
10. Compliment students who show even minimum progress.
11. Try to get students to do some learning on their own.
12. Give timid students a chance to feel "at home" before being asked questions.
13. Be impartial. Don't always call on the more vocal students.
14. Try to understand the power structures, both formal and informal.
15. Know your public.
16. Study the community, its organizations, history, social groups, and resources.
17. Know the "key" people in the community.
18. Keep in contact with your administrator. Let him/her know what you are doing.
19. Keep in touch with the job market so that vocational suggestions can be practical.
20. Talk more than you write.
21. Use analogy, metaphors, and similes to "tie down" abstract ideas.
22. Be flexible in organizing a class.
23. Make sessions informal but stick to the minimum rules you do have.
24. Set up a few rules if they will help the group.
25. Be pleasant, keep smiling, but be diligent.
26. Be punctual and firm in your commitment.
27. Watch for "springboards" to learning - comments or words dropped on the side provide important clues.
28. Do your best to expand a question's potential for learning even if the question can be answered by "yes" or "no."
29. Try to get everyone to participate in some way.
30. Base decisions on the consensus of the group.
31. Emphasize the positive.
32. Maintain a sense of humor.
33. Show that you are a willing listener.
34. Be a concerned human being.
35. Learn how to be a skillful questioner.
36. Admit that there are things you don't know. Then try to learn them.
37. Seek to make the physical environment attractive and comfortable.
38. Be "teachy," not "preachy."

DEVELOPMENTAL TASKS OF ADULTS

1. Leaving family (16-18 to 20-24)
   A. Intermediate institutions (Army, college) provide testing of new adult roles

2. Entering adult world (22-29)
   Testing new view of self in "real" roles
   A. The dream
   B. The mentor "catch-30"

3. Settling down (Moving up) (30-38)
   Development of some autonomy, conflict over stability vs. mobility
   A. Becoming one's own person (35-39) time deadlines for tasks

4. Mid-life transition (39-43)
   Need to re-appraise the dream fantasy life, egotism—"Middlescence"

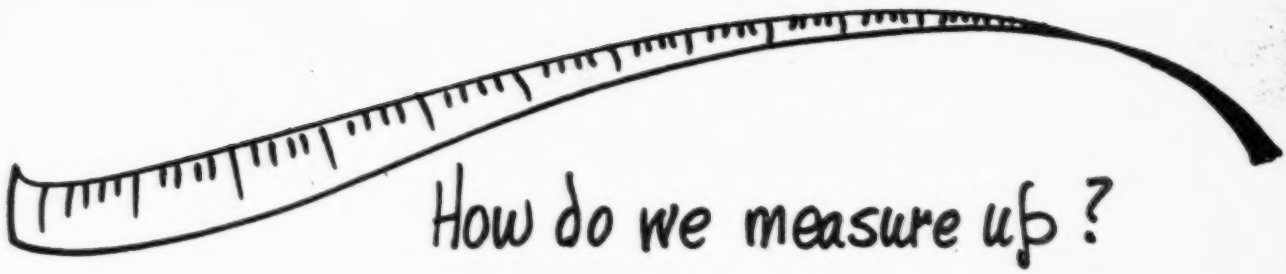
5. Restabilization (43-50)
   Mentor clarified goals, more intrinsic drive, better human contacts, diverse activities

6. Finishing up (50-65)
   A. The lucky ones

Harold Hodgkinson
National Institute of Education

STUDENTS HAVE DIFFERENT NEEDS

Adult students are	well-motivated, eager to learn, appreciate good teaching.
They are sensitive	to physical conditions -- seating, lighting, heating, and ventilation.
They want short units	and want to cover the material in the course as rapidly as possible.
Adult students appreciate	business-like procedure, evidence that their needs are being met, variety and informality, being treated like grown-ups with mature minds, successful in their work with a variety of experience.
Most of all, adults enjoy	good fellowship and social atmosphere.
Adults want to understand	the use of a skill before they begin the practice of it; therefore, a variety of teaching methods will give a realistic approach.
Adult classes are made up	of people with a variety of experiences; hence, it is necessary to use individual instructions to relate the material to the student's experience.



How do we measure up?

WHETHER YOU THINK YOU CAN OR YOU CAN'T YOU'RE RIGHT! Henry Ford

DESIRABLE PERSONAL TRAITS

Do I have???	neat appearance good voice and speech
Do I show???	cheerfulness interest in people
Do I have???	tact "sparkle" and enthusiasm tolerance poise a real interest in helping people

PROFESSIONALLY SPEAKING

Do I have???	knowledge of the subject
Do I know???	how people learn the learner's point of view
Do I have???	understanding of teaching methods knowledge of teaching aids and how to use them critical attitudes toward myself skill in teaching showmanship

Learning involves a measureable change in behavior

A few facts about learning include...

1. Learning is more rapid and efficient when the learner is a participant, rather than a spectator.
2. Problem-solving methods and materials are more conducive to interest and learning.
3. We remember what we see longer than what we hear only.
4. "Learning" needs to be used in order to be retained -- it should be applied immediately.
5. Learning based upon the student's past experience will be easier and more permanent.
6. A number of people working together with common interests learn faster than the same persons working alone.
7. Adults want to see immediate benefits from the course.
8. Adults want specific, practical, and life-like situations, which will satisfy their needs and interests.

Some methods are more effective than others

DIFFERENT PEOPLE LEARN BY DIFFERENT METHODS -- DIFFERENT SUBJECTS REQUIRE DIFFERENT TEACHING METHODS. MOST INSTRUCTORS USE A COMBINATION OF METHODS. THE TRICK IS TO USE THE BEST METHOD FOR THE PARTICULAR SITUATION, SUBJECT MATTER, AND GROUP. TWO FACTORS WHICH WILL INFLUENCE THE SELECTION OF TEACHING METHODS ARE:

1. The needs and the nature of the learner
2. The nature of the subject material

I. Lecture	(A telling process) - A good method for presenting new material, a great deal of material in a short time, and can be used with large groups. Visual aids can be added to stimulate interest.
II. Modified Lecture	Permits "stops" for student participation.
III. Demonstration	Involves "showing how" and uses the senses.
IV. Conference	Involves using the students' background of experience which enable them to solve problems under the skillful guidance of a leader. Remember you can't pool ignorance and come up with anything valuable.

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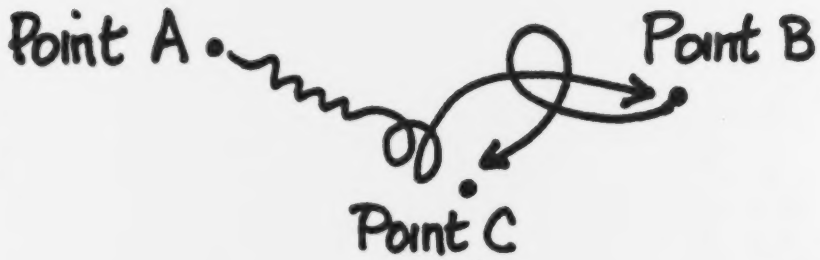
V.	Dramatization	Role playing - class members act out desirable behavior and criticize.
VI.	Group or Individual Reports	The class is divided into committees, each one responsible for a particular aspect of a problem.
VII.	Research and Discussion	Class members are responsible for investigating segments of a problem and discussing it in class.
VIII.	Miscellaneous	Field trips Conducted Tours Planned Interviews Guest Speakers Individual Instruction Supervised Study



A COURSE OUTLINE IS NECESSARY IF A CHANGE IN BEHAVIOR IS AN OBJECT.

A course outline can be likened to a road map for a particular automobile trip. It defines the spot from which we start, keeps our objective in mind at all times and leads us to it by the most logical route. All important points enroute add up to our experience to provide the complete trip.

These are the important steps in drawing the map for your course:

DEVELOP OBJECTIVES	Be specific and list all the objectives. This will organize your thinking so that the rest of the work will fall into line.
DECIDE ON COURSE LIMITS	List the topical headings, or break up this material into the number of class sessions allotted to it.
"ROAD SIGNS"	Keep your statement of objectives clearly in mind in terms of information, skills, and attitudes to be acquired by the student.

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As a course outline can be likened to a road map the lesson can be likened to a particular stop-over on the way to our destination. When teachers speak of a lesson plan they are referring to a detailed, organized outline of material to be taught in one class session. A carefully planned lesson will make the job of teaching much easier.

CONSIDERATIONS BEFORE MAKING THE LESSON PLAN

1. Have the learners the necessary experience to digest the lesson we are planning?
2. How large an amount can they take or comprehend at one time?
3. What must we know about how people learn to complete this lesson?
4. What will be the best method of putting over the lesson?
5. Is the material in keeping with our objectives, is it meaningful?
6. Does this lesson fit logically and properly into the whole course?

STEPS IN PLANNING A GOOD LESSON

1. Title — State just what this lesson is.
2. Objectives — What do you wish to accomplish?
3. List what tools, supplies, equipment, and material that must be ready to carry out the lesson.
4. Outline the subject matter listing references and other sources that are needed to prepare the lesson.
5. State how you will motivate the group, explain the theory or demonstrate the process in the lesson.
6. List the questions or the procedure you will follow in checking to see if the learner has gained a real understanding of the material or process.
7. Anticipate and list the possible questions that the learner might ask about the lesson.
8. List what points must be made in summary and how you will bring these out.
9. Explain the next lesson and what the learner should do to prepare for it.

The first class meeting is very important. Be prepared.

What you do in your first lesson will largely determine how enthusiastically the group will accept the course, and how very much they will forego pleasures and comforts willingly to return to following sessions.

PREPARING THE GROUP	Start class on time. Put group at ease. Introduce self and members of the group. Compliment group on their interest in wanting to improve themselves. Arouse interest. Explain what class is all about; how it will benefit them. Make group aware of their needs.
PRESENTATION AND APPLICATION	If teaching mainly to give knowledge and understanding: illustrate, explain, demonstrate, discuss, question. (See section on methods). Use variety to keep group interested. Let aids help you explain. Get group participation so that all become a part of the learning activity. Summarize when discussions get "fuzzy" or unrelated. If teaching mainly to create or improve skills or techniques: explain, demonstrate, then get group to apply and practice. Check their trials. Point out places for improvement. Encourage and compliment successful accomplishments. Recognize that some are slower to improve than others.
CHECKING INSTRUCTION	Be sure group can use information and can do the job properly. Ask questions, give written tests, or have group apply their understanding and skill. Ask where, how, why, when. Observe group activities.
SUMMARIZING	Summarize and emphasize main points you wish class to remember and utilize. Show how these will benefit them in their jobs.
CONCLUDING	Illustrate how this session is related to those coming up. Keep in mind interests of the group. Encourage attendance. Increase their confidence in benefits derived from this course. Close on time.

Check over the physical facilities EARLY.

Light	Should fit the needs of your class.
Heat	Proper moisture in the air.
Room.	Spacious working area.
Seating	Arrange in such a manner that a feeling of working together is created.
Ventilation	Does the system work?
Equipment	Check room for proper blackboard, bulletin board, display space, electrical outlets, movie screen, washbasin, etc.
Materials	Obtain list available from the office, find proper storing space when not in use.
Supplies	Be sure the room is in its original order when you leave to assure a pleasant relationship with the day-school personnel.

AUDIO-VISUAL equipment may be hazardous to your health. Use professional techniques. Ask for help if you need it. KEEP IT SIMPLE!

All learning comes from the use of the various senses — seeing, hearing, feeling, tasting, and smelling. Learning is therefore a mental process and is aided by all of our senses. Audio-visual aids are therefore desirable as teaching tools, because they appeal to a number of these senses, particularly seeing and hearing. The following steps are involved in the effective use of audio-visual aids:

1. Planning by the instructor
2. Selection of the aid
3. Preparation of equipment
4. Preparation of the student or class members
5. Summary of the information
6. Discussion of the information

The principal audio-visual aids available for classroom use are the following:

The motion picture

Exhibits

Models

Blackboard

Tape recorder

The film strip

Opaque projector

Recordings

Charts

Etc.

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READINGS: COMMUNITY COLLEGE AND ADULT STUDENTS

Blockes, Clyde, Robert H. Plummer and Richard C. Richardson, Jr. THE TWO YEAR COLLEGE: A SOCIAL SYNTHESIS. Englewood Cliffs, New Jersey; Prentice-Hall, 1965.

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INFORMATION & SERVICES

JEFFERSON COLLEGE

Administrative Officers

		Office	Extension
B. Ray Henry	President	Adm. Bldg.	200
Paul D. Moore	Dean of Arts & Science Education	A110	300
Jim Selby	Dean of Student Services	SC107	232
Raymond J. Walsh	Dean of Vocational and Technical	T101	350
Noel Koranda	Dean of Adult and Continuing Education	Adm. Bldg.	208
M. F. Long	Business Manager	Adm. Bldg.	210
Mel Sims	Assistant to President	Adm. Bldg.	202

Department Chairpersons

Harold Oetting	Physical Education	FH102	390
Barry Ellis	History-Political Science	A107	303
Mike Bergmire	Behavorial Sciences	A239A	322
Richard Bell	Fine Arts	FA102A	335
Trish Loomis	Language Arts	A2391	326
Lynn Cunningham	Mathematics	A209	317
Vern Wolfmeyer	Natural Sciences	A222	309
Bob Johnson	Business Administration	A221	319
Norm Stoecker	Construction Technology	T100	352
Dennis Eimer	Electronics Technology	T125	363
Les Falk	Business Technologies	T139	373
Jane Edwards	Health Technologies	T130	365
Frank Hoskins	Mechanical Technologies	T102	359
Joe White	Vocational-Preparation	Vo-Prep Bldg.	381
Tom Burke	Learning Center	LC	279

Evening Division Staff

		Office	Ext.
Noel Koranda	Evening Division Off-Campus Coordinator	Adm. Bldg.	202 Night
Mel Sims	Evening Division Campus Administrator	Adm. Bldg.	202
Elaine Johnson	Administrative Asst.	Adm. Bldg.	202 Night
Sheldon Siegel	Director of Admissions	SC	235, 236
Pete Ross	Counselor	SC	235, 236
Genevieve Holligan	Local Director, Festus High School	937-6602 937-2255	
Jim Williams	Local Director, Fox High School	296-9757	
Shirley Mergenovich	Local Director, House Springs Middle School	677-3577	
Neva George	Evening Receptionist	SC	235, 236
Martha Vogt	Evening Receptionist-JCN	JCN	933-0203 464-3225

To Call The College in the Evening

If calling from Herculaneum, High Ridge, House Springs, Imperial, Maxville, Arnold, or St. Louis, you may call TOLL FREE by using 942-3000.

If calling from any other area in Jefferson County the number is 789-3951.

Call and ask for Mr. Mel Sims, Evening Division Campus Administrator, Ext. 202.

Please feel free to call any time you need information or have a problem.

Academic Calendar

1985 FALL SEMESTER

August 28, Wednesday	Registration, 9 a.m. - 7:30 p.m.
August 29, Thursday	New Student Orientation
September 3, Tuesday	Classes Begin
October 11, Friday	Deficiency Grade Reports Due, 10 a.m.
October 22, Tuesday	First Short Session Ends
October 23, Wednesday	Second Short Session Begins
November 28, Thursday	Thanksgiving Recess Begins, 8 a.m.
December 2, Monday	Thanksgiving Recess Ends, 8 a.m.
December 13, Friday	Last Day of Classes
December 16-19, Monday-Thursday	Finals
December 20, Friday	Final Grades Due, 12 noon

1986 SPRING SEMESTER

January 8, Wednesday	Registration, 9 a.m. - 7:30 p.m.
January 13, Monday	Classes Begin
February 17, Monday	President's Birthday, No classes
February 25, Tuesday	Deficiency Grades Reports Due, 10 a.m.
March 7, Friday	First Short Session Ends
March 10, Monday	Second Short Session Begins
March 24, Monday	Spring Recess Begins, 8 a.m.
March 31, Monday	Spring Recess Ends, 8 a.m.
May 13-16, Tuesday-Friday	Finals
May 19, Monday	Final Grades Due, 11 a.m.
May 20, Tuesday	Commencement, 8 p.m.

FALL SESSION HOURS

1985

Bookstore

Monday-Friday	8:30- 3:00 p.m.
Monday-Thursdays (Sept)	6:30- 8:00 p.m.
Alternating Wed.	6:30- 8:00 p.m.

Learning Center

Monday-Thursday	7:30 a.m.-4:00 p.m.
	6:00 a.m.-9:00 p.m.
Friday	7:30 a.m.-1:00 p.m.

Learning Center-Testing Room

Monday-Thursday	8:30 a.m.-4:00 p.m.
Friday	10:00 a.m.-2:00 p.m.

Learning Center - JCN

Monday-Thursday	10:00 a.m.-8:00 p.m.
Friday	8:30 a.m.-1:00 p.m.

Learning Center-Testing Room JCN

Monday-Thursday	8:30 a.m.-4:00 p.m.
Friday	10:00 a.m.-2:00 p.m.

Child Care Center

Monday-Thursday	7:30 a.m.-10:00 p.m.
Friday	7:30 a.m.- 5:00 p.m.
NORTH Center Daily Hours Only Monday-Friday	7:30 a.m.- 3:30 p.m.

Swimming Pool

Monday and Thursday	4:00-6:00 p.m.
Tuesday	7:00-9:00 p.m.
Sunday	2:00-4:00 p.m.

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EVENING OFFICE HOURS

A. Adult and Continuing Education

The OFFICE OF ADULT AND CONTINUING EDUCATION is located in the Administration Building and is open weekdays, Monday through Friday, from 8:00 a.m. to 4:30 p.m. Evening calls for the Adult and Continuing Education Office should be left with Mr. Sims, the evening campus administrator.

B. Evening Administrator's Office (Mr. Sims)

The EVENING ADMINISTRATOR'S OFFICE is located in the Administration Building. The office is open Monday through Thursday daily until 10 p.m., except Friday when the office closes at 6 p.m. After 10 p.m., evening emergency telephone numbers are:

Mel Sims, Evening Administrator	789-2060 or 789-2656
Ray Henry, President	789-3200
Noel Koranda, Dean	789-4396
M F Long, Business Manager	948-2314
Jim Selby, Dean	933-0462
Paul Moore, Dean	789-2782
Ray Walsh, Dean	937-7701

C. Business Office

The BUSINESS OFFICE remains open Monday through Friday from 8 a.m. until 4:30 p.m. Information about payroll or other matters may be obtained by contacting the Business Office or contacting Mr. Sims, the evening campus administrator, after 5 p.m.

D. Student Services

The OFFICE OF STUDENT SERVICES is located on Level II of the Student Center and is open weekdays, Monday through Friday, from 8 a.m. to 9 p.m., except Friday, when the office closes at 5 p.m. An evening counselor is on duty from 5 p.m. to 8:00 p.m., Monday through Thursday.

Contact the Office of Student Services for information regarding admission, registration, counseling services, job placement, financial aid, and veteran's service.

E. Evening Receptionist

The RECEPTIONIST is on duty until 9 p.m. each evening that classes are in session and from 8 a.m. to 12 Noon on Saturdays. The receptionist is located on level II of the Student Center.

ADMISSION TO YOUR CLASS

A. Regular registration for evening division students is conducted off campus at Fox, Festus, and Northwest as well as on the Jefferson College Campus.

B. Late Registration Procedures

Students who have not registered and wish to enroll in your class the first week of the regular semester will need to register for class. They may do so between 6:30-7:15 p.m. by contacting the College official or administrator on duty at the following locations:

Fox Senior High Building
Festus Senior High Library
House Springs Middle School, Central Lobby
Student Center, Level II (On Campus)
Jefferson College-NORTH

C. Official class rosters and supplements will be distributed. Late registrants may not appear on the early editions of the class roll. Students who do not appear on a subsequent roster should be instructed to contact the College.

ATTENDANCE

Records of attendance and evaluation of students' progress as well as final grades are required for all College courses. Class rosters and grade rosters with directives for recording grades will be supplied to each instructor by the Office of Student Services.

Students who have accumulated two unexcused absences per credit hour in any particular day class (or two unexcused absences from an evening class) are subject to being dropped from that class. This is contingent upon the recommendation of the instructor and the approval of the Dean of Student Services.
Students shall be notified that they are to be dropped, and unless they can justify their absences, the administrative drop shall become effective. If students are dropped and wish to continue in the class, they must re-enroll.

AUDIO-VISUAL SERVICES

Jefferson College maintains an excellent Audio-Visual Aids Department which is located in the Library

Administration Building. Films, tapes, cassetes projectors, recorders, video tape cameras, etc. are all available for use in your classroom. Reservations for equipment are necessary and should be made at least one week in advance. Instructors are requested to make their own reservations for materials, service, and equipment directly with the Evening Administrator's Office. The telephone number is 789-3951 or 942-3000, Extension 202.

Instructors who wish to use equipment belonging to the local school district in which they are teaching should make their requests and reservations at least one week in advance. Contact the local directors listed on page 22.

BOOKSTORE - BOOKS

The College Bookstore, ground floor of the Student Center, is open during the first four weeks of a new semester on Monday through Thursday evenings from 6:30-8 p.m. During the remaining months of the semester the Bookstore is open on the first, third and fifth Tuesdays and on alternate Wednesdays from 6:30-8 p.m.

A book buy back is scheduled both on and off campus at the end of each semester. Dates are listed on the calendar on pages 23 and 24.

Students who register late or who need a textbook may call the Bookstore and request a book be sent directly to them. Books will be sent upon receipt of the proper fee. The Bookstore Manager is Mrs. Helen Johnson, Extension 248.

BREAKS

Breaks in the class routine may be taken at the discretion of the instructor. The practice is not to exceed ten minutes of break time for a three-credit hour class.

CANCELLATION OF COURSES

Occasionally a course will have to be canceled if less than the minimum number of students enroll. Students are notified by the Office of Student Services, and instructors are contacted by the appropriate dean. Faculty will not be paid for

courses which much be canceled due to insufficient enrollment. However, instructors who meet the first week of class which is subsequently canceled will be reimbursed accordingly.

CHANGE OF CLASS SCHEDULE

Any change in the class schedule from that appearing in the printed publications of the College should be made with the consent of the Dean of Adult and Continuing Education and the appropriate divisional Dean.

CLASSROOM ASSIGNMENTS

Occasionally, it may be necessary for an instructor to seek a room change (because the room is too small for the number of students, or because another class had also been assigned to the same space, or for some other reason the room is not suitable for the class assigned to it), in which case the instructor is urged to contact the evening division administrator on campus or the local director off campus.

CLERICAL ASSISTANCE

The College makes every effort to provide the part-time instructional staff with clerical assistance, typing and reproduction of materials for distribution to class members. Materials to be reproduced in quantity should be submitted 48 hours in advance.

The offset printer is located in the Central Office Services, Administration Building. Materials for reproduction can be turned in to this office between 8 a.m. and 4:30 p.m. After hours the materials should be given to the Evening Secretary. Clerical and typewriting assistance for several copies is available through this office.

COMPENSATION FOR PART-TIME INSTRUCTORS

All salary checks are issued through the Business Office. Salary payments for summer session and evening divison shall be paid in two installments--one near the middle of the semester and one on the last day of the month following the close of the semester.

Questions about payroll and payroll payment dates should be directed to the Business Office located in the Administration Building, 789-3951 or 942-3000.

COUNSELING AND ACADEMIC ADVISING

Jefferson College provides a staff of professional counselors located in the Student Center to assist students in:

*education planning - degree requirements, graduation procedures, registration, transfer to other colleges.

*career planning - change of jobs, vocational interest test, resume assistance.

*study tips - assistance in writing examinations, taking reading or arithmetic aptitude tests.

*financial assistance - advise on getting money to help meet college expenses.

Instructors who identify students with problems or concerns in these areas should refer the individual to the Student Center. In some instances, Student Services may direct the student to other agencies and service centers in the community with which the College cooperates. These referrals are on a voluntary basis.

Students with inadequate background for courses should be referred to the Office of Student Services for assistance. Evening students who find they must withdraw from one or more of their courses should also contact the Office of Student Services.

DISMISSAL OR POSTPONING OF CLASSES

Occasionally a class is dismissed due to faculty illness or some other unavoidable reason. Part-time instructors should notify the appropriate Dean as far in advance as possible so arrangements can be made for a substitute or so that students can be notified of a class cancellation. Make-up classes should be scheduled. In all cases the evening administrator should also be notified in advance when evening classes are canceled or a substitute teacher has been appointed.

If weather conditions prevent the College from holding classes on a particular evening, announcements to this effect will be broadcasted on radio stations KMOX, KXOK, KHAD, or KJCF. Instructors still wishing to know if classes are held on a particular day should call the College.

EMERGENCY CARE AND FIRST AID

Emergency care and first aid services are available on the Jefferson College Campus from the administrator on duty. For off campus emergencies contact the local program director or the College switchboard if assistance is needed to dispatch aid.

Injured or seriously ill persons should not be left unattended. In the event that a serious injury is suspected, the patient should be moved only with great care. In case of doubt, one should wait medical or administrative assistance. See Appendix C for "Emergency Procedures and Medical Information."

Please be aware that Missouri statues make it illegal for anyone to transport sick or injured persons for medical treatment unless they are properly licensed attendants. Only properly trained personnel may render first aid at the site of an accident or injury.

EVALUATION VISIT

Usually once during the academic year a member of the Academic Division or designated representative will be assigned to visit your class. The purpose of this visitation is to prepare a report or administer a student evaluation form (Appendix D) designed to assist in the improvement of the learning situation. These reports are always shared with the instructor following the observation.

FINAL EXAMINATIONS

Each semester a final examination schedule is prepared for all classes. The schedule is printed on page 24 Evening classes which meet once each week will conduct their final exams on the same night the class would normally meet. Instructors should consult the examination schedule for exact times for test administration.

GRADING SYSTEM AND GRADE POINT AVERAGE

The College uses the following scale of evaluation:

Grade	Designation	Grade Points
A	Superior work	4 points
B	Above average work	3 points
C	Average work	2 points
D	Below average work	1 point
F	Failing work	0 points

Grade	Designation	Grade Points
O	Excused withdrawal	- points
I	Incomplete	- points
H	Audit	- points

A student may receive an incomplete grade in a course only if extenuating cirsumstances make it impossible to complete the course work. An incomplete grade can remain on a student's adademic record only for a semester; at the end of that time the course work must have been completed or the incomplete grade automatically becomes an F.

GRADE REPORTS

The College issues a deficiency grade report to any student averaging D or F work in a course at the end of the first six weeks of a semester. Deficiency grades are to be reported on an op-scan form which will be provided by the Office of Student Services. Refer to the calendar on pages 5 and 6 for the due date.

A final grade report is issued to every student at the end of each semester. The final grade report lists the letter grade awarded in each course, the grade points earned in each course, the student's grade point average, and his cumulative grade point average. No final grade report will be issued if the student has a financial obligation to the College.

HOLIDAY SCHEDULE

Please check the College calendar printed on pages 23 and 24 of this manual for holiday dates when classes will not be in session.

LIBRARY

All part-time instructors may avail themselves of the resources of the Jefferson College Library. Instructors are urged to become familiar with the staff and services during the first week of classes (if not before) in order to be able to provide their classes with up-to-date references and supplementary materials. Library hours are:

7:45 a.m. to 9:00 p.m.	Monday through Thursday
7:45 a.m. to 4:30 p.m.	Friday
10:00 a.m. to 2:00 p.m.	Saturday

PARKING PERMITS

It is a regulation of Jefferson College that all personnel, faculty, and staff have parking permits displayed on their vehicles when parking on the Campus. Parking stickers are to be obtained from the Business Office. Evening session instructors or students needing a permit should contact the evening administrator on duty.

PUNCTUALITY AND ABSENTEEISM

Adult and evening students expect their classes to begin on time and to end on schedule. Instructors are expected to set this example.

SALES TO STUDENTS

No member of the staff shall have direct dealings with students in the sale of books, instruments, lecture notes or similar materials. All funds are to be handled by normal procedures as prescribed by the Business Manager.

SUGGESTIONS FOR NEW COURSES

The Division of Adult and Continuing Education is constantly receptive to suggestions for new courses to meet the varied needs and interests of adults in the Jefferson College service area. If you have ideas for new programs you are urged to discuss them with the Dean of Adult and Continuing Education.

SMOKING REGULATIONS

It is preferred that smoking be confined to the hallways where ashtrays are provided. Smoking is discouraged in classrooms during or between classes.

Classes meeting at off-campus locations should note that smoking is not allowed in classrooms during or between classes. The instructor should determine where smoking is permitted at these locations prior to the first class session and relay this information to the students.

Since our policy is a cooperative policy we also have an obligation to keep classrooms clean at off-campus locations.

TEXTBOOKS AND INSTRUCTIONAL SUPPLIES

Instructors should confer directly with their department chairpersons regarding textbooks for their classes. Books will be ordered and made available through the Bookstore. Textbooks are ordered only upon approval of the department chairperson and concurrence by the appropriate dean.

General office supplies and classroom materials are provided. Instructors should contact the department chairperson or appropriate dean for supplies related to your assignment. In the evening contact the evening administrator on duty.

YOUR FIRST CLASS SESSION

Evening students expect to receive that for which they have paid. This includes the proper number of hours in the classroom with the instructor. The first class meeting is an extremely vital one and should not be "short changed." We do expect that the first session will be a regular working session and that it will not be adjourned early. This is an excellent time for an overview of the course, discussion of objectives, distribution of outlines,and schedules, and the collection of appropriate student data.

APPENDICES

APPENDIX A	COLLEGE PUBLICATIONS
APPENDIX B	PROCEDURES IN CASE OF TORNADO ALERT & FIRE
APPENDIX C	EMERGENCY PROCEDURES AND MEDICAL INFORMATION
APPENDIX D	ARTS AND SCIENCE EVALUATION VOCATIONAL/TECHNICAL EVALUATION

COLLEGE PUBLICATIONS

In addition to this Handbook, Jefferson College prepares the following annual publications.

1. Jefferson College General Catalog - Contains course descriptions for all college offerings and requirements for all college certificates and degrees.

2. Catalog of Adult and Continuing Education Courses includes all Continuing Education and Adult Basic Education courses together with times, fees, and locations. Includes mail registration forms and general information about evening class procedures. Published each semester.

3. Faculty Handbook - This publication is prepared for the regular, full-time faculty members and its contents apply chiefly to full-time employees. It includes appropriate portions of Board Policy and procedures relating to student conduct.

4. Class Schedules - Published for each semester and the summer session, the class schedule contains all day and evening classes available for the semester. Included are titles, times, room assignments, and instructor.

5. Summer Session Schedule - This publication contains course descriptions of all summer offerings together with times, fees, and room assignments.

6. Jefferson College News - Published by the Office of Public Information, the newsletter contains scheduled activities, College news events. It is mailed directly to all residents of the district on a bimonthly basis.

7. Todays Careers - Published by the Vocational-Technical Division. This publication gives a complete synopsis of vocational-technical major areas of study, degree programs, and certificates.

8. The Specialist - This publication gives a complete synopsis of the requirements and courses leading to the Associate of Arts Degree.

Copies of these publications may be obtained from the College.

PROCEDURES IN CASE OF TORNADO ALERT & FIRE

1. Take cover along with your students in areas considered safe.

2. Safe Areas
   Lower level corridors or basements without glass exposure to the outside are considered safe areas. Ideally, spaces at the southwest side of a building, below ground level, are the best for personal protection.

   Specifically, by building, the following areas are considered to be safe: Academic Building (Lecture Halls 1 and 2, Lecture Halls 3 and 4, and TV Studio)
   Fieldhouse (Lower Level: Multipurpose room and locker rooms)
   Fine Arts Center (Lower Level: Any area except under stage house)
   Library Building (Business Office, offices without windows, rest rooms, first floor)
   Student Center (Lower Level: Rest Rooms, storage area of Bookstore, corridor, Brophy's Place)
   Technical Education Building (classrooms without windows and the corridor, lower level, northwest corner of building)

The areas designated in the Fieldhouse, the Fine Arts Center, and the Technical Education Building are considered to be safer than the areas designated in the other buildings.

All personnel should keep away from windows, and if possible, seek the protection of a table or desk. The greatest hazard of a tornado is flying glass and debris. If a person is unable to secure the protection of a building and is caught outdoors, a depression in the ground, such as a gully, culvert, or deep ditch is better protection than nothing at all. Regardless, if caught outside during a storm, lie flat on the ground to reduce the hazard of being hit by flying objects.

In Case of Fire

1. Sound building fire alarm and notify Hillsboro Fire Department (789-2291)

2. Use fire extinguisher if possible (staff members should familiarize themselves with the location of the extinguishers in their buildings).

3. Evacuate building.

4. Notify administrative officers.

5. Remain in vicinity of the building to give the location of the fire to the proper authorities and to explain any necessary details to them

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Off campus instructors will be informed by the off campus local directors as to the proper evacuation procedures for their specific teaching locations.

EMERGENCY PROCEDURES AND MEDICAL INFORMATION

Off Campus Locations (Fox, Festus, Northwest)

1. Call the local director in charge.
2. Call the campus administrator to notify the College.
3. Find proper person to administer first-aid.

In event of an emergency the following assistance is available:

Ambulance

De Soto	586-2126	Valle Ambulance Service
Arnold	296-8650	Mercy Ambulance Service
Cedar Hill	285-3123	Big River Ambulance Service
Festus	937-3666	Joachim-Plattin Ambulance

Hospitals

937-8651	Jefferson Memorial Hospital
842-5600	St. Anthony's Medical Center
965-7000	St. Joseph Hospital of Kirkwood
432-6500	St. John's Mercy Medical Center
432-1212	Missouri Baptist Hospital

Physicians	Home No.	Office No.
Hillsboro	789-2203	789-3313 Dr. Mauro J. Carranza Emergency No. 533-5858
Hillsboro	586-6600	789-2722 Dr. R. D. Spain Emergency No. 789-2512
De Soto	586-3210	586-2213 Dr. Harold E. Donnell
De Soto	586-4508	586-2226 Dr. Michael Blank
Festus	937-2129	937-2208 Dr. F. M. Meehan
Crystal City	937-8123	937-4181 Dr. Vincente D. Deles
Crystal City	937-2636	937-8642 Dr. Benjamin Albano
Crystal City	937-7571	937-7776 Dr. Roger Allbee
Arnold	343-3974	467-5001 Dr. John K. Griffith If no answer, call 533-5858
Arnold		296-5226 Meramec Medical Center

Location of First Aid Supplies and Equipment On Campus

1. A portable oxygen unit is located on the second floor of the Student Center Building in the Office of Student Services.

2. First aid kits are located on the campus as follows:

ACADEMIC Building
First floor - Arts and Sciences Office, Room 110
Second floor - Chemistry lab, Room 215

FIELDHOUSE (Office of Department Chairperson, Lobby Room 102)

FINE ARTS Building
Faculty Office, Room 105, Theatre Wing
Child Care Center, Room 210, Art Wing

LIBRARY Building (Business Office)

MAINTENANCE Building (Office)

PREVOCATIONAL Building (Office)

STUDENT CENTER Building
Lower level - Food Services Office
Second level - Office of Student Services
Third level - Office of Director of Student Activities

TECHNICAL EDUCATIONAL Building (Voc-Tech Administrative Office, Room 101)

ILLNESSES REQUIRING IMMEDIATE CARE

Convulsive Disorders

Diabetic Shock

Heart Conditions

Anoxia (lack of oxygen)

Choking

Drowning

1. Convulsive Disorders:

Do not restrain the person in convulsions; protect him/her from injury.

If the convulsion is in progress, turn the patient's head to one side to permit free salivation flow. Never pry open the mouth to insert tongue protection devices. Dislocation of jaw bone can occur if force is used.

Prevent patient from biting tongue by placing the edge of a book cover or spoon handle wrapped in a clean handkerchief or napkin between the upper and lower teeth on one side of the mouth. When jerking is over, allow the patient to lie flat with head turned to one side.

2. Diabetic Shock

Caused by an overdose of insulin which results in reduction of blood sugar level to below normal. If patient is conscious enough to eat, give candy sugar, or sweetened fruit juice.

Call parents or relative.

3. Heart Conditions:

Acute Symptons: (Quick Onset)	Extreme shortness of breath and pain in chest. Bluish color of the lips may occur in chronic heart conditions.
First Aid:	The lying-down position is best but the pain may not permit such position at first. Keep the patient warm and as free of unnecessary movements as possible.

4. Anoxia:

Symptoms of difficult breathing. Victim should be placed in a semi-sitting position in an open area. Call ambulance.

If there is no breathing, employ mouth-to-mouth resuscitation or use a resuscitube. Once resuscitation is started, do not stop until ambulance arrives.

Oxygen resuscitation equipment is available in the ambulance and in the Health Service Office.

5. Choking

Let the victim attempt to cough up the object. If breathing ceases, try to clear the airway with fingers and give artificial respiration.

6. Drowning

If the victim is not breathing, artificial respiration should be started at once. Resuscitation equipment is available in the pool area. Resuscitation may have to be kept up for several hours. Once started, do not stop.

INJURIES REQUIRING IMMEDIATE CARE

Broken Bones

Burns

Lacerations

Shock (resulting from injury)

Do not give anything orally.

1. Broken Bones:

The Main objective is to keep the broken bone ends and adjacent joints quiet. Use splints and slings for immobilization of the part.

When there is serious injury to neck, back, or head (or it is suspected), do not move victim. Victim should be moved only by an ambulance attendant.

FRACTURES:

A fracture is an injury beneath the skin surface; it cannot be seen except in occasional cases. If a fracture is suspected, handle as a fracture until proven otherwise; use splints, etc. Depending on the general state of patient, fracture victims can be transported in the nurse's vehicle or the security department's vehicle.

Dislocations:

Dislocations should be handled the same way as fractures. Immobilize affected area until professional help arrives.

2. Burns:

First Degree: (redness of skin) - Apply cold applications. Running water is okay.

Second Degree: (blisters) - Cover with sterile dressing.

Third Degree: (deeper destruction of underlying tissues) Cover with sterile dressings. If area is extensive, cover with the cleanest covering available.

Seek medical care immediately for Second/Third Degree burns. Shock is a major hazard in burns. Watch for symptoms and treat as directed.

3. **Lacerations:**

Four types: Abrasion, incised, laceration, puncture

Apply direct pressure to stop bleeding. Cleanse wound with soap and water. Rinse thoroughly with running water. If soap is not available, wash with running water. Cover with sterile bandage or band-aid.

If wound is gaping, it is advisable that the victim contact his/her physician or nearest emergency room for suture. If suturing is apparently necessary, it should no be delayed for more than 12 hours.

Remind victim of Tetanus inocculation.

4. Shock:

Symptons: Eyes - vacant, lack luster, pupils dilated
Breathing - shallow, irregular
Pulse - weak or absent
Skin - pale, cold, moist
Nausea

Keep the victim lying down with feet elevated if the loss of blood is great or the injury severe. If the patient is on the floor or ground, place pillows or substitutes beneath the lower extremities.

This elevation should not be done if:

1. there is a head injury
2. breathing becomes labored
3. patient complains of pain

Keep the victim warm; do not add heat--simply prevent a large loss of body heat.

Fluids should not be given if the patient is unconscious (or partly conscious), is nauseated, has a penetrating abdominal wound, or probably faces immediate surgery.

ARTS AND SCIENCE EVALUATION

JEFFERSON COLLEGE
STUDENT EVALUATION FORM FOR TEACHING EFFECTIVENESS

Faculty member being evaluated: _____

Title of Course: _____ Time Offered: _____

Semester: _____ Year: _____ Anticipated Grade in Course: _____ No. of Absences: _____

Each of the items below deals with a characteristic of instructors which learners feel to be important. Rate the faculty member by placing a check mark at the appropriate point on the scale. Please add your comments to each question which will clarify or explain your rating.

1. Was the faculty member organized?

well organized — disorganized

2. Was the instructor clear and precise in making assignments?

assignments clear, reasonable and carefully planned — assignments never clear, reasonable or carefully planned

3. Was the instructor interested in the subject?

uninterested — interested

4. Did he/she use illustrations or examples to clarify key points?

none — many

5. Did he/she take into consideration the unique experience and backgrounds of the learners?

very much — little

6. Did the instructor seem to stimulate learners' thinking?

not at all — very much

7. Did he/she dwell upon the obvious?

dwelled on obvious — introduced interesting ideas

8. Was the faculty member flexible (for example, did the instructor change his/her plans to meet the expressed needs of the learners)?

flexible — rigid

9. Were the instructor's learning objectives clear to the learners?

obvious — not clear at all

10. Did he/she appear sensitive to the students' feelings and problems?

insensitive — very sensitive

Use this space for examples or other comments.

(over)

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11. Did he/she encourage questions, disagreements, discussion?

12. Was the instructor fair and impartial in work with the learners?

13. Was his/her speech adequate for teaching?

14. Did the instructor present the material in an interesting way?

15. Overall, how would you rate the faculty member on his/her teaching effectiveness?

16. Overall, how would you rate the course?

Departmental option questions:

17.

18.

19.

20.

Use this space for examples or other comments.

Please go back over the list and place a check mark ( ) before the five items which you consider to be most important in evaluating a faculty member's teaching effectiveness.

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VOCATIONAL TECHNICAL EDUCATION

STUDENT EVALUATION SHEET

Course Name:_____ Date:_____

Instructor's Name:_____

Check the qualities in each section which best describe your instructor/course. Your fair and honest opinion is what really counts. YOUR INSTRUCTOR HAS REQUESTED THAT YOU COMPLETE THIS EVALUATION SHEET.

1. ORGANIZATION OF COURSE
   - ( ) Well organized; shows thorough planning
   - ( ) Some organization but not always clear
   - ( ) Lacks organization; planning seems vague

2. PREPARATION FOR EACH CLASS
   - ( ) Shows definite evidence of careful preparation
   - ( ) Shows some preparation; average knowledge of course
   - ( ) Not well prepared; knowledge inaccurate at times

3. TEACHING SKILL
   - ( ) Produces steady interest in subject; creates real desire; keeps things moving
   - ( ) Teaching procedure seldom changes; student interest moderate
   - ( ) Classes tend to be dry and uninteresting; class period drags

4. ENTHUSIASM AND INTEREST IN COURSE
   - ( ) Keeps up steady interest and enthusiasm
   - ( ) Appears to be reasonably interested
   - ( ) Seems to teach course without enthusiasm

5. ASSIGNMENTS
   - ( ) Students understand the tasks of each assignment; students know what is desired
   - ( ) Sometimes rather indefinite; without clear planning
   - ( ) Usually hurriedly given; rather vague; sometimes very unreasonable

6. JUDGMENT OF VALUES
   - ( ) Usually selects important ideas; omits unimportant items
   - ( ) Sometimes overlooks important points, spending time on insignificant details
   - ( ) Frequently misses important ideas; overemphasizes trivial details

7. CLASS DISCUSSION AND QUESTIONS
   - ( ) Questions challenging; demand sound thinking; discussions interesting and stimulating
   - ( ) Questions rather easy and simple; memorized facts emphasized
   - ( ) Discussion sometimes without purpose; discussions frequently ramble

8. POISE AND SELF-CONFIDENCE
   ( ) Well poised; sure of himself/herself; not easily upset
   ( ) Seems embarrassed at times; fairly self-confident
   ( ) Easily upset; uncertain as to procedure; lacks confidence

9. EXAMINATIONS
   ( ) Questions thought-provoking; carefully selected; clear
   ( ) Questions usually factual; require little thinking
   ( ) Examinations poorly planned and managed

10. SCHOLARSHIP
   ( ) Excellent mastery of subject; wide fund of knowledge in field
   ( ) Knowledge fair but without depth
   ( ) Knowledge frequently inadequate; instructor seems vague

11. ABILITY TO CREATE STUDENT INTEREST
   ( ) Usually keeps steady interest in subject; stimulates thinking
   ( ) Students have average amount of interest
   ( ) Classes drag and students are indifferent

12. CLASSROOM MANAGEMENT AND DISCIPLINE
   ( ) Efficient management; students orderly and attentive
   ( ) Satisfactory organization; few disciplinary problems
   ( ) Poor organization; many disciplinary problems

13. SPEECH
   ( ) Voice pleasant; speaks distinctly; fluently
   ( ) Speaks reasonably well
   ( ) Enunciation poor; makes frequent errors in speech

14. TOLERANCE
   ( ) Encourages students to express opinions even though they differ with the instructor's ideas
   ( ) At times appears to be disturbed and impatient when students oppose instructor's views
   ( ) Resents opposition; intolerant

15. PERSONAL APPEARANCE
   ( ) Neatly and appropriately dressed; well groomed
   ( ) Appearance fair; makes average impression
   ( ) Careless in dress; untidy

16. RELATIONSHIP BETWEEN STUDENTS AND INSTRUCTOR
   ( ) Attitude of friendliness; feeling of mutual interest; easily approached
   ( ) Neither ill will nor friendliness prevails; attitude somewhat indifferent
   ( ) Considerable spirit of antagonism between students and instructor

17. COUNSELING
Did the instructor make an effort to counsel with you if you were doing poorly in class, or did you get the impression that he really did not care if you passed or failed?
( ) Yes, he did offer to help me
( ) I had no problems with the material in this class
( ) No effort was made to let me know I was doing poorly until six weeks grades were due

18. VOCATIONAL GUIDANCE
( ) Informs students of many kinds of job opportunities and requirements which might be available to graduates
( ) Occasionally mentions information concerning jobs
( ) Never mentions the job market or how the training in the course helps the student to prepare for his future

19. LABORATORY ASSIGNMENTS
( ) Lab assignments are clear and the objectives of the assignment are pointed out
( ) Lab assignments are rather indefinite and specific objectives are not always known to the student
( ) Lab assignments are rather vague and usually given without adequate direction from the instructor

20. INSTRUCTOR AVAILABILITY
( ) Starts and ends class on schedule and is available during office hours to confer with students
( ) Occasionally is late and sometimes leaves the classroom during lab sessions
( ) Frequently starts class late and leaves the room often; cannot be found during office hours

21. MAJOR OBJECTIVES OF COURSE
( ) Major objectives clearly explained and made obvious throughout course
( ) Major objectives vaguely expressed and rarely emphasized
( ) Major objectives never mentioned or made apparent

22. USE OF EXAMINATION AS A TEACHING DEVICE
( ) Teacher points out strong and weak features of the examination and makes clear the basis of grading, helping students to succeed better thereafter
( ) Gives casual attention to basis of grading and to later improvement
( ) Leaves many students uncertain as to reasons for low grades

23. ADJUSTMENT TO LEVEL OF CLASS
( ) Instruction can be followed readily by most members of the class. Uses enough examples and illustrations
( ) Instruction is occasionally too advanced for many members of the class. Some examples and illustrations
( ) Instruction is regularly too advanced for most members of the class. No examples or illustrations

24. Considering everything, how would you rate this instructor? (Circle your rating)

Excellent Very Good Good Fair Poor Very Poor

25. Considering all of the above qualities which are applicable (including others that you may have added), how would you rate this course? (Circle your rating)

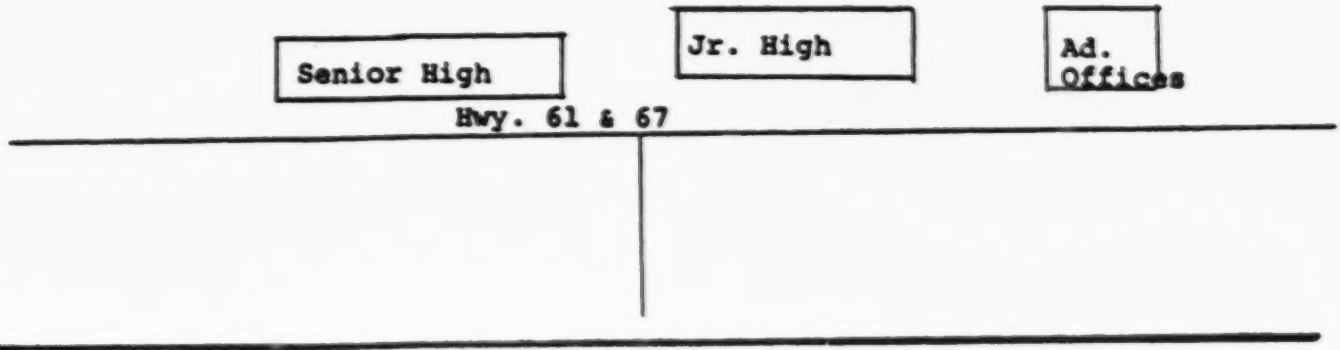
Excellent Very Good Good Fair Poor Very Poor

26. In the space below, you may write any specific suggestions not provided for above which you believe might help your instructor to do more effective work.

27. If this course were an elective, would you recommend it to your best friend? Why?

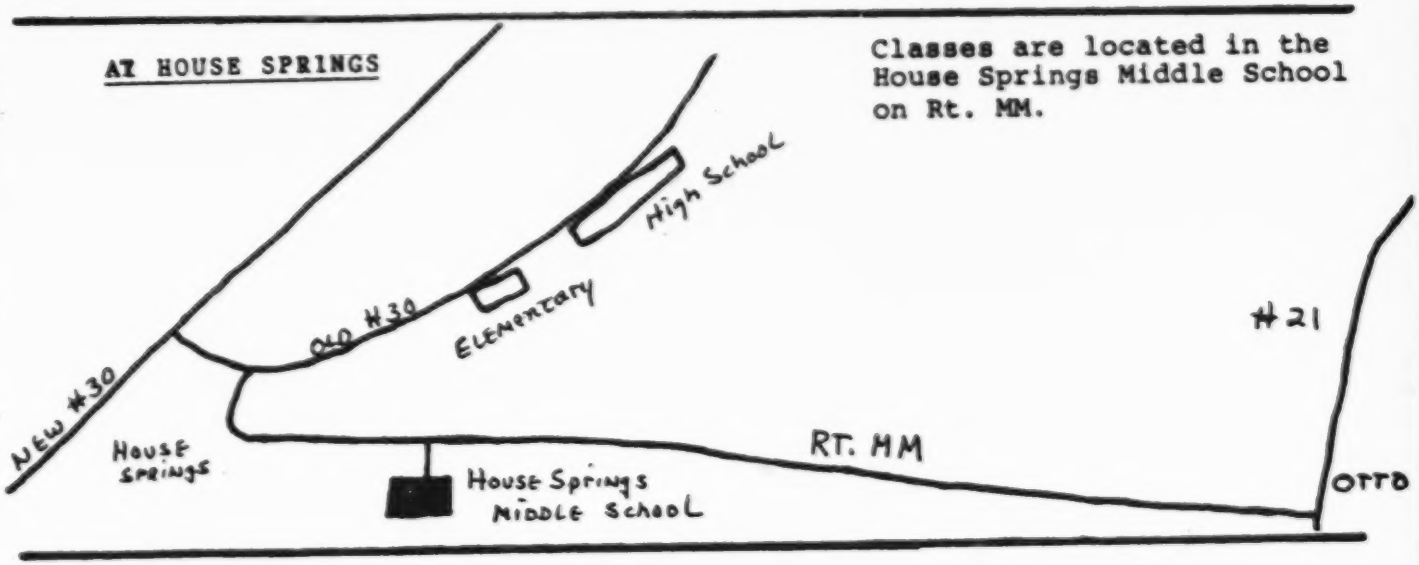
AT FOX

Classes are located in the senior high school building adjacent to Hwy. 61 & 67



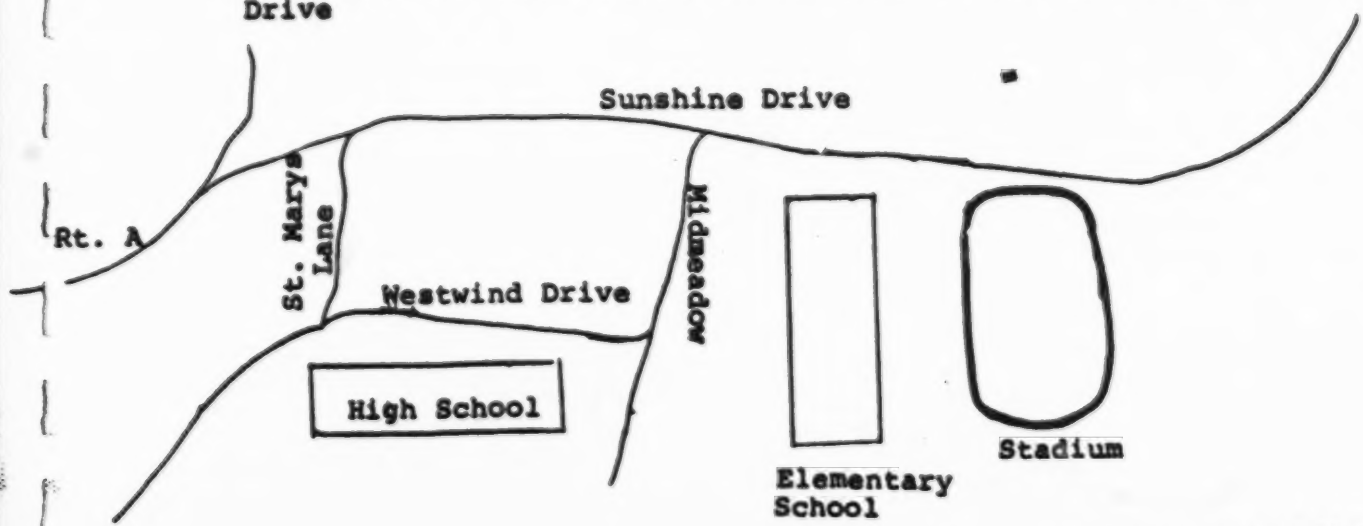
AT HOUSE SPRINGS

Classes are located in the House Springs Middle School on Rt. MM.



AT FESTUS

Classes are located in the senior high school on Westwind Drive



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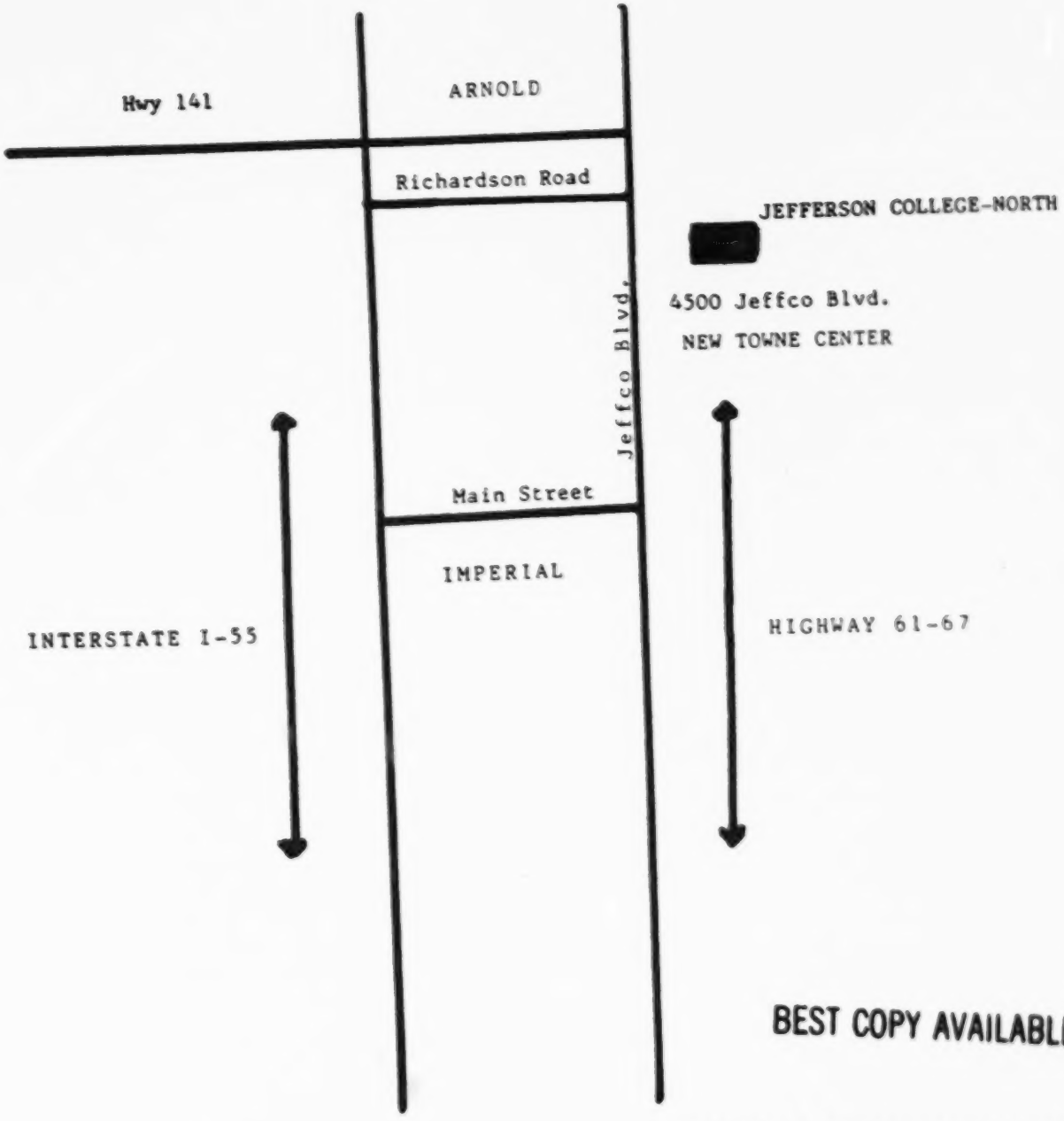
Jefferson College-North



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ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
AUG 1 1986